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the *Elementary School Teacher*, Vol. IV, No. 4, he wonders whether the condition to which the present author objects was not due to administrative circumstances rather than to any other cause. In this article it is stated, speaking of the learner, "To subject mind to an outside and ready-made material is a denial of the ideal of democracy, which roots itself ultimately in the principle of moral, self-directing individuality." "Until the emphasis changes to the conditions which make it necessary for the child to take an active share in the personal building-up of his own problems and to participate in methods of solving them (even at the expense of experimentation and error) mind is not really freed." But Dr. Scott makes clear his general agreement with Dr. Dewey's philosophy of education. In fact this book is on the whole the best means we have of bringing to teachers in usable form the content of the so-called pragmatist movement.

While discussing these type schools it might have been a help if a chapter had been given to the anarchic school of which we have had an occasional demonstration. The position of those who would give over practically all the school life to individual initiative is frankly met in various sections, but the discussion would be even more effective in a concrete case. Another desired addition is a discussion of the various attempts made by Search and others in the direction of the reducing of mass work, also of such contributions as some of the chapters in Dr. Swift's *Mind in the Making*.

After the chapters referred to, there are two on "self-organized group work." These are very suggestive, dealing with elementary, secondary, and normal school experiments. Among other considerations one values the aid these chapters will afford those who are engaged in working upon the festival problem. One of the most valuable chapters is that on "Reasoning and the teaching of science and arithmetic from a societary standpoint." Of the remaining chapters on "Reading, language and literature;" "Manual arts: industrial and constructive work;" "Fine arts," and "The education of the conscience" the second is the least suggestive. The last is a definite contribution to the moral education problem. All of these chapters can be used to advantage in "method" work because the cases cited are "not ideals and do not call for imitation" and "the question of methods as something peculiar to the outfit of the teacher is absorbed into the larger and more practical problem of community life." We need material of this sort.

Apart from this use in normal school and college classes the book will meet a need in teachers' and parents' meetings, reading circles, etc., and ought to have a wide circulation as a most effective means of helping to bring those who are within and outside the school to a better understanding of some of the possibilities of democratic education.

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Homeric Vocabularies. By W. B. OWEN, PH.D., and E. J. GOODSPEED, PH.D.
Chicago: The University of Chicago Press, 1906. Pp. viii+62. \$0.55.

The avowed purpose of the book is to "help the student to learn Homeric words in a systematic and practical way." With this in view there are given first Greek and then English lists of words with corresponding numbers, the

words being arranged alphabetically in groups according to their frequency of occurrence in Homer, verbs, nouns, pronouns, and other parts of speech being given in order in their appropriate groups.

The general idea of the book seems to me entirely commendable and the book itself well adapted to the purpose of its authors. For the teacher himself, also, it is useful to have in such convenient form lists by which he may know quickly the comparative frequency or infrequency of the occurrence of a given word in order that emphasis may be laid upon it, even though the book be not used by the students. For the sake of convenience both to teacher and student it would have been better, I think, to have Greek and English words placed upon opposite pages instead of arranged in separate halves of the book. Moreover, since the book is primarily for the use of the student, I do not see the purpose of separating words built upon a single root. Simply the fact that *φέρερος* occurs more than twenty-five times and the superlative less seems hardly good reason for putting them in different lists. Similarly, words like *έρθω* and *έρθω, ναῖ* and *ναῖ ἐρδω* should be put into juxtaposition.

There are a few errors in the book noted by Mr. Baker in a recent number of the *Classical Review*.

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The Rime of the Ancient Mariner, Christabel, and Other Poems. Edited by
JULIAN W. ABERNETHY, PH.D. New York: Charles E. Merrill Co.
Pp. 156.

In editing these selections from Coleridge Dr. Abernethy has not erred in undergoing his part of the work. There is a fulness, a plethora of notes, an abundance of criticism, and a complete boxing of a compass of questions. But again we are forced to ask the question: Is the pupil considered? Bearing in mind that the *Ancient Mariner* is usually read in the first or second year of the high-school course, and that the "Christabel," "Dejection," and "France" poems are, for the most part, beyond those years, we can hardly commend Dr. Abernethy for overloading his book with topics and questions far beyond the pupil. Thus we find the editor setting forth such topics as, "The religion of the Ancient Mariner;" "Study the musical quality of the poems and explain its special beauty and variety;" "Nearly every English poet has written finely of the sea: make some comparison;" "A comparison of 'Christabel' with Keat's 'Lamia,'" "An account of Charles Lamb's relations to Coleridge," and "Coleridge's vocabulary, its composition and power." Fine topics no doubt for research, but are they appropriate topics for the youth who is meeting Coleridge for the first time? We are willing, very willing, indeed, to admit that we have enjoyed reading this little book, and that we have gained much information by so doing, but, nevertheless, we doubt if it can be used where it is most likely to be called for—in the first years of the secondary schools. For the teacher this edition will be a pocket variorum of the "Ancient Mariner," replete in suggestions and knowledge.

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